



**Commonwealth of The Bahamas
Ministry of Education**

**PRIMARY HEALTH AND FAMILY LIFE EDUCATION
CURRICULUM GUIDELINES
GRADES 1 - 3**

**Department of Education
2012**

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MISSION OF THE MINISTRY OF EDUCATION

The mission of the Ministry of Education is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in a democratic society, guided by Christian values.

HEALTH AND FAMILY LIFE EDUCATION (HFLE) VISION

The Health and Family Life Education Unit envisions Bahamian communities where people are happier, healthier and more productive. They are respected for their individuality and creativity, as they live harmoniously in safe and clean environments. This vision promotes health as that state of well-being which goes beyond the absence of diseases and includes the mental, physical, social, spiritual and emotional health of all.

Health and Family Education with its focus on the health and well-being of individuals and their families will affect all aspects of human development. This Unit plans to expand its programmes and services to cater to the needs of all Bahamian communities. Through collaboration with Government Organizations and Non Government Organizations, the HFLE Unit will strengthen programmes and services. These will include sensitization and training for stakeholders, promotion activities, production and dissemination of materials.

Recognizing the relationship between health and learning and the need to promote health among students throughout The Bahamas, the Unit will coordinate intervention initiatives such as: HIV and AIDS education, nutrition education, character development, conflict resolution, substance abuse prevention and adolescent health education to assist in the reduction of lifestyle risks and abusive behaviors, teenage pregnancy, sexually transmitted infections, drug abuse/use, violence and poor oral and nutritional habits.

To assess the status of HFLE in The Bahamas, several evaluation measures will be implemented. Moreover, ongoing research will be conducted to address the major health problems, concerns and needs of all stakeholders. Priorities will be based on needs assessment.

As we partner with the various stakeholders to address the challenges and demands of everyday life, we will create a stronger Bahamas.

MISSION STATEMENT

The Health and Family Life Education Unit will promote positive values, attitudes, behaviors and skills that contribute to healthy lifestyles through training programmes, ongoing curriculum development and partnership linkages.

HEALTH AND FAMILY LIFE EDUCATION (HFLE) BELIEF STATEMENTS

We believe that:

1. Life is the most valuable, natural possession to be nurtured and protected at all times by everyone.
2. The stabilization of family is the key to the management of most of the social problems.
3. Health is essential to the well-being of all individuals.
4. Academic achievement and student health and well-being are inextricably linked.
5. HFLE, with its emphasis on prevention and multi-disciplinary approaches, has the potential to address many of the social problems and impact behaviors and lifestyles.
6. HFLE aims to address the whole child and to nurture emotional, physical, mental and moral development. It takes into account both affective and cognitive dimensions of learning.
7. In HFLE, the process of learning is as important as the outcome.
8. HFLE is the means by which positive values, attitudes and behaviors, knowledge and skills can be taught. The core skills, which the young develop within HFLE, can be translated into all areas of their lives.
9. HFLE creates an atmosphere of trust, openness, sincerity and honesty, which contributes to positive interpersonal relationships.
10. HFLE draws heavily on the experiences of students and educators and deals with young people in the context of home, school and community relationships.
11. HFLE produces individuals who, cognizant of their roles in society, will make a positive contribution to national, regional and international development.

OVERVIEW AND RATIONALE

At the heart of the ‘**Dakar Framework of Action for Achieving Education for All (EFA) by 2015**’, is the vision of every person engaging in learning, the key to unfolding their full potential as human beings. Education in The Bahamas is the principal vehicle for promoting the development of individuals and the nation as a whole. It is well documented that children and adolescents need to be educated about many important social, cultural and health issues in order to fulfill their goals and potential as healthy, productive citizens. Research has also shown that confident, well-informed and well-supported young people are better able to make positive choices and decisions.

Health and Family Life Education (HFLE) is a comprehensive, life-skills based programme which is built on the belief that education is “**the lifelong acquisition of knowledge, skills and attitudes required for full personal development and for active participation in society.**” In order for individuals to be healthy, they must be knowledgeable about health promotion, practices and disease prevention.

Health and Family Life Education is the primary medium of the school curriculum which delivers information and develops skills to address issues and risky behaviours affecting children and adolescents. These issues and risky behaviours include: teen pregnancy, sexually transmitted infections (STIs), HIV, AIDS, child abuse and molestation, unsafe/unprotected sex, chronic diseases (e.g. diabetes, obesity), substance abuse and drug dealing, negative sub-cultures and crime and violence.

Based on the **CARICOM HFLE Regional Framework**, the curriculum is divided into four themes: **Self and Interpersonal Relationships, Sexuality and Sexual Health, Nutrition and Physical Activity** and **Managing the Environment**. The content under each theme is interrelated and has been developed interdependently to ensure reinforcement of concepts and show linkages between the various risk factors.

The curriculum is designed to facilitate a more child-centered approach to teaching, incorporating character building and interdisciplinary methods. Emphasis is placed on the acquisition of accurate knowledge, skills development and exploration of values and attitudes. Health and Family Life classes afford students opportunities to build competencies for healthy self-development to deal with the challenges of life as well as make positive contributions to national, regional and international development.

Finally, the activities and ideas presented in this document are not exhaustive. You may be able to find many more to match the lesson topics and the specific objectives. Please feel free to do this and share your ideas with other teachers for the enrichment of the programme and the development of our children.



Glenda H. Rolle
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DEFINITION OF TERMS

Listed are the definitions of key components in this document:

Overarching Goal:	Describes the ultimate outcome of the teaching learning process and defines what students will achieve upon completion of their studies in Health and Family Life Education.						
Sub-goals:	Based on the overarching goal, sub-goals form the major contextual framework for Health and Family Life Education instruction and identify what students will achieve at the end of each theme.						
Standards:	Identify the skills, knowledge and attitudes expected of students at a particular grade level.						
Objectives:	Describe the knowledge, attitude and skills that students will be able to achieve at the end of each lesson.						
Scope and Sequence:	Is a map outlining the progression of the objectives and presenting subject content to be accomplished at the end of each grade. Scope refers to the order in which the content should be taught, using the following key: Introduction, Development, Advancement, and Reinforcement to demonstrate their sequence.						
Scope of Work:	Develops each objective with suggested content, activities and teaching and evaluation strategies to facilitate and enhance the teaching/learning processes.						
Life Skills:	Are health-enhancing behaviours that can help students reduce risks to their health and well-being. The core of life skills that facilitate the practice of health-enhancing behaviours is divided into three groups: Social Skills, Cognitive Skills and Emotional/Coping Skills. Children in this age group are capable of learning and practising all these skills. Some of the life skills that have been introduced in this curriculum document are: <table><tr><td>Social Skills:</td><td>Interpersonal-skills (for developing healthy relationships), Communication skills, Negotiation/Refusal skills, Empathy Skills, Assertiveness skills, Advocacy skills and Cooperation skills</td></tr><tr><td>Cognitive Skills:</td><td>Decision-making skills, Problem-solving skills, Critical and Creative-thinking skills</td></tr><tr><td>Emotional / Coping Skills:</td><td>Self-awareness skills, Self-acceptance skills, Healthy self-management skills, Coping with emotions (anger, self-esteem, grief, loss) and Peer pressure resistance</td></tr></table>	Social Skills:	Interpersonal-skills (for developing healthy relationships), Communication skills, Negotiation/Refusal skills, Empathy Skills, Assertiveness skills, Advocacy skills and Cooperation skills	Cognitive Skills:	Decision-making skills, Problem-solving skills, Critical and Creative-thinking skills	Emotional / Coping Skills:	Self-awareness skills, Self-acceptance skills, Healthy self-management skills, Coping with emotions (anger, self-esteem, grief, loss) and Peer pressure resistance
Social Skills:	Interpersonal-skills (for developing healthy relationships), Communication skills, Negotiation/Refusal skills, Empathy Skills, Assertiveness skills, Advocacy skills and Cooperation skills						
Cognitive Skills:	Decision-making skills, Problem-solving skills, Critical and Creative-thinking skills						
Emotional / Coping Skills:	Self-awareness skills, Self-acceptance skills, Healthy self-management skills, Coping with emotions (anger, self-esteem, grief, loss) and Peer pressure resistance						

SCOPE AND SEQUENCE CHART

OVERARCHING GOAL: Students will be empowered to make life-enhancing choices through the acquisition of knowledge, life skills, positive values and services required for full development and active participation in society.

SCOPE AND SEQUENCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 1: Self and Interpersonal Relationships						
SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.						
Standard 1.1: Express an awareness of their uniqueness (Self-concept).	I	D	D	D	A	R
Standard 1.2: Demonstrate respect for people and all things living.	I	D	D	D	A	R
Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.).	I	D	D	D	A	R
Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.	I	D	D	D	A	R
Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values).	I	D	D	D	A	R
KEY: I – INTRODUCTION D - DEVELOPMENT A – ADVANCEMENT R – REINFORCEMENT						

SCOPE AND SEQUENCE CHART

SCOPE AND SEQUENCE	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
THEME 2: Sexuality and Sexual Health						
SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)						
Standard 2.1: Discuss and analyze the characteristics of human sexuality	I	D	D	D	A	R
Standard 2.2: Examine issues that affect their human sexuality	I	D	D	D	A	R
Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS	I	D	D	D	A	R
THEME 3: Nutrition and Physical Activity (Eating and Fitness)						
SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity						
Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension, Heart Disease, etc.	I	D	D	D	A	R
Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices	I	D	D	D	A	R
Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health	I	D	D	D	A	R
THEME 4: Managing the Environment						
SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment						
Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being	I	D	D	D	A	R
KEY: I – INTRODUCTION D - DEVELOPMENT A – ADVANCEMENT R – REINFORCEMENT						

PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 1

SCOPE OF WORK

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Key for Students' Activities:

Level 1: Basic

Level 2: Intermediate

Level 3: Advanced

Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

OBJECTIVES FOR GRADE ONE

THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

Standard 1.1: Express an awareness of their uniqueness

Objectives 1.1.1: Demonstrate knowledge of individual differences (Knowledge)
Respect and appreciate individual differences (Attitude)
Use self- awareness and self-acceptance skills to demonstrate appreciation of their uniqueness (Skill)

Standard 1.2: Demonstrate respect for people and all things living

Objectives 1.2.1: Explore similarities and differences between humans and animals (Knowledge)
Appreciate the role that animals play in the environment (Attitude)
Express empathy towards animals and humans and demonstrate humane treatment of them (Skill)

Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)

Objectives 1.3.1: Evaluate family roles and responsibilities (Knowledge)
Appreciate the role that families play in their overall development (Attitude)
Respond positively to the functions and services that family members provide (Skill)

Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

Objectives 1.4.1: Recognize ways to express their feelings appropriately ((Knowledge)
Demonstrate willingness to share their feelings and respect other people's feelings (Attitude)
Apply critical thinking, decision-making, self- awareness and self-acceptance skills to improve personal and social behaviours (Skill)

Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

Objectives 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)
Respect rules regarding the use of medicines and other drugs (Attitude)
Use decision-making skills to avoid harmful drugs (Skill)

OBJECTIVES FOR GRADE ONE

THEME 2: SEXUALITY AND SEXUAL HEALTH

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality.

Objectives 2.1.1: Associate various parts of the body (external and internal) with their functions (Knowledge)
Appreciate the way the body functions (Attitude)
Express the correct terminology for body parts and organs (Skill)
Practice good hygiene and healthy habits (Skill)

Standard 2.2: Examine issues that affect their human sexuality

Objectives 2.2.1: Distinguish between appropriate and inappropriate touches (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Practice the principles of ‘Say No, Go, Tell’ in situations where they are touched inappropriately (Skill)

Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

Objectives 2.3.1: Recognize the effects of germs in the body (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body from harm (Skill)

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: type 2 Diabetes, Hypertension, Heart Diseases, etc.

Objectives 3.1.1: Recognize the importance of food to the body (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Use decision-making skills to select daily healthy foods and snacks (Skill)

OBJECTIVES FOR GRADE ONE

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D

Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objectives 3.2.1 Recognize The Bahamas Dietary Guidelines as an outline for healthy eating (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Use decision-making skills to prepare healthy meals (Skill)

Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

Objectives 3.3.1: Recognize the importance of being physically fit (Knowledge)
Develop an interest in and enjoyment for exercise (Attitude)
Involve themselves in activities that promote an active lifestyle (Skill)

THEME 4: MANAGING THE ENVIRONMENT

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the environment as sources of food, shelter and protection (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Demonstrate ways to protect the environment in which people live, work and play (Skill)

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.1: Express an awareness of their uniqueness.

OBJECTIVES 1.1.1: Demonstrate knowledge of individual differences (Knowledge)
Respect and appreciate individual differences (Attitude)
Use self- awareness and self-acceptance skills to demonstrate appreciation of their uniqueness (Skill)

LIFE SKILLS: **Social:** Interpersonal skills (for developing healthy relationships) and Cooperation,
Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Everyone is special. Special means different from others. There are differences in the way people look, act, speak, think and live. These are called traits. Some physical traits that make people unique (different) include: - colour of hair, skin or eyes - height - body size - sex (male, female) - disabilities e.g. blindness, deformity, deafness, etc. People should be treated with respect and tolerance regardless of their individual differences.	Level 1: Students will bring pictures of themselves to school for a discussion on similarities and differences (Students will list at least 3 of each). Level 2: Working in small groups, compare and contrast how they are alike and different. Level 3: Draw a diagram of themselves and a friend comparing aspects of how they are alike and how they are different. Levels 1 – 3: Students will role play scenarios to demonstrate respect and tolerance for individual differences. Game: “I spy” in which various traits are mentioned e.g. I spy someone who is taller than I am and has black hair	Discussion on similarities and differences Picture discussion on physical differences in boys and girls Role play Tests and quizzes will be given when appropriate Teacher assessment of chart and role play Artistic expression Cooperative learning Teacher observation of students interaction Teacher assessment of students’ activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.2: Demonstrate respect for people and all things living.

OBJECTIVES 1.2.1: Explore similarities and differences between humans and animals (Knowledge)
Appreciate the role that animals play in the environment (Attitude)
Express empathy towards animals and humans and demonstrate humane treatment of them (Skill)

LIFE SKILLS: **Social:** Empathy, Cooperation and Advocacy
Cognitive: Decision-making, Critical and Creative thinking,
Emotional / Coping: Coping with emotions (sadness and loss)

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Human beings are different from animals in the way they look, act and communicate (think). Animals are similar to humans in some of their physical traits e.g. eyes, ears nose, mouth, etc. Animals also have needs like human e.g. food, water, shelter, love and affection. Animals such as pets are good friends, great listeners and fun play mates. It is important to get along with animals and treat them well because they are God's creatures and provide many benefits to the humans.	Level 1: Cut out pictures and create a poster board of their favorite animals. Discuss feelings associated with the loss of a pet. Level 2: Write and illustrate ways in which – (a) Animals can make our lives better (b) People can help animals. Level 3: Write a paragraph on topics related to animals e.g. "A dog is man's best friend". Levels 1 – 3: Create posters to promote Be Kind to Animals Week, 1st week of October. Roster students daily or week to care for pets in the classroom to foster a sense of responsibility, tolerance and caring.	Class discussion about pets Guest speaker – a veterinarian, representative from The Bahamas Humane Society or animal watch group in your community Artistic expression Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.3: Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

OBJECTIVES 1.3.1: Evaluate family roles and responsibilities (Knowledge)
Appreciate the role that families play in their overall development (Attitude)
Respond positively to the functions and services that family members provide (Skill)

LIFE SKILLS: **Social:** Communication, Cooperation and Interpersonal skills (for developing healthy relationships)
Cognitive: Decision-making, Creative and Creative thinking
Emotional / Coping: Self-awareness and Self -acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
The term “family” has different meanings to different people. Families have many forms – nuclear families, extended families, single parent families, blended families, foster families, etc. The main function of every family is to provide for the needs of the people in the family, especially the children. These needs include: - Physical needs- food, water, sleep, clean air, a place to live, clothing. - Emotional and Social needs - love, security, a feeling of belonging, appreciation, acceptance. - Mental needs – education (reading to learn, new ideas, numeracy, health. - Spiritual needs – Love for God and fellow man.	Level 1: Collect pictures showing things that people in a family can do together. Level 2: Create individual family trees. Students will share their creations with the class. Level 3: Identify family members and write a sentence describing a special quality about each one. Levels 1 – 3: Role play scenarios (a) Demonstrate ways in which families provide for our needs. (b) Offer suggestions to increase the amount of time spent with their families.	Discussion on types of families, family traditions and family roles. Finger play (puppetry) of family members. Role play Artistic expression Creative writing Tests and quizzes will be given when appropriate Teacher assessment of students’ activities Teacher observation of students’ interaction

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

OBJECTIVES 1.4.1: Recognize ways to express their feelings appropriately ((Knowledge)
Demonstrate willingness to share their feelings and respect other people's feelings (Attitude)
Apply decision-making, self- awareness, self-acceptance, critical and creative thinking skills to improve social behaviour (Skill)

LIFE SKILLS: **Social:** Communication and Interpersonal skills (for developing healthy relationships), Cooperation
Cognitive: Decision-making, Problem-solving, Critical thinking and Conflict Resolution
Emotional / Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Feelings are emotions that people experience when they are happy, sad, afraid or excited. This is a normal part of human development. Everyone has feelings. Different types of feelings are: happiness, sadness, anger, excitement, surprise, fear, loneliness, confusion, boredom, etc. If feelings of fear, sadness or anger are causing physical problems, keeping these feelings inside can make you feel worse. It is helpful to let others know when something is bothering you. You can help to cheer others when you are happy. It is important to take care of your body by eating healthy meals, getting enough sleep and exercising to relieve pent-up emotions. Avoid overeating and don't use drugs or alcohol.	Level 1: Students will observe pictures or people expressing different types of feelings and identify: 1. Who is happy? 2. Who is sad? Level 2: Look through magazines, cut out pictures of people depicting various feelings. Students will share why they think the people are sad, happy, excited, etc. Level 3: Draw a picture of themselves expressing their feelings. Levels 1 – 3: Describe techniques of self-control e.g. think before acting, walk away; Give a positive response.	Picture discussion of people expressing feelings in various situations Discussion about feelings and appropriate reactions e.g. anger, boredom, sadness, etc. Students will role-play scenarios of different feelings and discuss how they would feel if they were hurt, sad, angry or fearful. Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of finger play and role play

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.5: Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

OBJECTIVES 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)
Respect rules regarding the use of medicines and other drugs (Attitude)
Use decision-making skills to avoid harmful drugs (Skill)

LIFE SKILLS: **Social:** Communication, Negotiation/Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Drugs change the way your body works. Medicines are helpful drugs. Some medicines make you feel better and help you get well. Other medicines help you stay healthy. Some medicines are pills or liquids that you swallow. Others are creams that you rub on your skin. Some medicines are given as shots (injections). Medicines are harmful if they are used in wrong ways. Rules for taking medicine safely: - Don't take any medicines without first asking your parents/guardians. - Never take another person's medicine - Never play with medicines. They should always be kept out of the reach of children.	Level 1: Cut pictures from magazines of medicines prescribed for children. Level 2: Working in small groups, separate clean, empty samples of medicines and non-medicine products. Level 3: Create a poster on the rules for taking medicines safely. Levels 1 – 3: Role play scenarios: - Caring for someone who is ill - Refusing to take medicines that are not prescribed for them. - Accepting medicines from persons who are not responsible for giving them medicines.	Discussion on the dangers of taking medicines not prescribed for them. Role play Guest presenters: Pharmacist, doctor, nurse, etc. Cooperative learning Oral presentation Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Associate parts of the body (external and internal) with their functions (Knowledge)
Appreciate the way their body functions (Attitude)
Express the correct terminology for body parts and organs (Skill)
Practice good hygiene and healthy habits (Skill)

LIFE SKILLS: **Social:** Advocacy, Cooperation and Communication
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
People look different, but generally they all have the same body parts. These parts help them to function. External body parts include: head, face, lips, neck, eyes, ears, mouth, nose, arms, breasts, hands, fingers, legs, feet, toes, skin, vulva and vagina (girls), scrotum and penis (boys). Internal body parts include: lungs, heart, brain, kidney, stomach, tongue, bone, intestines, bladder, etc. Each body part has a special function e.g. the eyes see, ears are for hearing, nose is for smelling, feet are for walking, tongue is for tasting, etc. Human beings are made up of body, mind and spirit or social, mental and physical. To be healthy we need balance in our physical, mental, spiritual and social life.	Level 1: Identify body parts from a picture chart and state their functions. Level 2: Differentiate between external and internal body parts. Level 3: Compare themselves now to pictures of when they were a baby e.g. height, weight, features, etc. Levels 1 - 3: (a) Discuss what might happen if they don't take care of their bodies; or if a body part was missing. (b) Create a journal for one week, outlining their daily routine for personal body care, including eating, sleeping and exercising.	Vocabulary Games, rhymes and songs describing body parts Brainstorming Self-expression Research Guest presenters: Nutritionist, Dentist. Journal writing Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Associate parts of the body (external and internal) with their functions (Knowledge)
Appreciate the way their body functions (Attitude)
Express the correct terminology for body parts and organs (Skill)
Practice good hygiene and healthy habits (Skill)

LIFE SKILLS: **Social:** Advocacy, Cooperation and Communication
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Caring for the Body: - Eat healthy foods and snacks daily. Avoid eating sugary foods such as candies, chocolate, chewing gum, etc. - Drink six to eight glasses of water every day - Avoid eating between meals - Take daily baths using soap and clean water - Wear clean clothes and underwear daily - Brush the teeth regularly, in the morning, at night before going to bed and after meals. - Visit the dentist at least twice a year for check-ups - Visit the doctor regularly to ensure that the body is healthy	Level 1: Identify body parts from a picture chart and state their functions. Level 2: Differentiate between external and internal body parts. Level 3: Compare themselves now to pictures of when they were a baby e.g. height, weight, features, etc. Levels 1 - 3: (a) Discuss what might happen if they don't take care of their bodies; or if a body part was missing. (b) Create a journal for one week, outlining their daily routine for personal body care, including eating, sleeping and exercising	Vocabulary Games, rhymes and songs describing healthy foods Brainstorming Self-expression Research Guest presenters: Nutritionist and Dentist. Journal writing Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.2: Examine issues that affect their sexuality.

OBJECTIVES 2.2.1: Distinguish between appropriate and inappropriate touches (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Practice the principles of ‘Say No, Go, Tell’ in situations where they are touched inappropriately (Skill)

LIFE SKILLS: **Social:** Refusal, Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The body is special, valuable and unique. (Review Body Parts in Standard 2.1) The parts of the body covered by a swimming suit are the parts that are always private. Any touching on those parts of the body, any secret touching, or any touching that makes you feel uncomfortable, worried or upset should be reported to an adult you trust. Good or safe touches are healthy and make you feel safe and comfortable e.g. pat on the back, hugs, etc. These are ways to show love, support, affection and friendship. Bad or unsafe touches make you feel confused, frightened or uncomfortable. This type of touching includes: kissing, and touching or fondling private parts, pushing, shoving, hitting, etc.	Level 1: Draw a picture (a) demonstrating a “good” touch that shows caring and kindness. b) showing the parts of the body not to be touched by strangers. Level 2: List examples of (a) “good” touch; (b) “bad” touch. Level 3: Write three sentences telling what they should do in a “bad” touch situation. Levels 1 – 3: Role-play scenarios that include (a) a student receiving a “good” touch e.g. hugging, pat on the back; (b) a student encountering a “bad” touch, e.g. pushing, shoving. Create a chart listing persons who can and cannot touch your private zone. Practice words that can be used to tell a trusted adult about bad touching.	Brainstorming Role play Guest presenters Artistic expression Written expression Tests and quizzes will be given when appropriate. Teacher observation of students’ interaction Teacher assessment of students’ activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.2: Examine issues that affect their sexuality.

OBJECTIVES 2.2.1: Distinguish between appropriate and inappropriate touches (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Practice the principles of 'Say No, Go, Tell' in situations where they are touched inappropriately (Skill)

LIFE SKILLS: **Social:** Refusal, Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Strategies (Motives) used by Sexual Offenders/Predators - Inappropriate or overly friendly behaviour - Special interest or attention given to one child above others e.g. gift giving -Telling secrets - Threats to the individual or family members Sometimes, it is okay for others to touch private parts e.g. parents, doctors or nurses sometimes need to touch private parts when they take care of you or examine you for health reasons. Most touching done by adults is good touching, but children need to know what to do when someone touches private parts inappropriately. . Children should not keep 'inappropriate touching' secret. Safety Tips: Say No, Go and Tell • Say NO! • Get Away • Tell an Adult	<u>Levels 1- 3 cont'd:</u> Create a poster that illustrates (a) safe touch; (b) unsafe touch Write an essay on when it is appropriate and/or who are authorized to touch areas of your body that are private and state the condition under which this can be done. List actions to prevent or discourage bad touches.	Brainstorming Role play Guest presenters: Police, Child Care Officers Written expression Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Recognize the effects of germs in the body (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body from harm (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Germs are tiny organisms or living things that are found everywhere, in all kinds of places. Some germs are helpful to the body and some are harmful. There are four major types of germs: bacteria, viruses, fungi, and parasites. They can invade plants, animals, and people, and sometimes they make them sick or cause diseases. Germs are spread in the air, through body fluids (saliva, blood, etc), by insets (mosquitoes, flies, ticks) The very smallest germs are called viruses which cause common diseases such as cold, flu, measles and chicken pox. Preventive Measures - Wash your hands regularly especially after using the restroom, sneezing or coughing - Cover mouth and nose when coughing or sneezing	Level 1: List the ways in which germs are spread to humans or animals Level 2: List actions to prevent the spread of germs Level 3: Design a poster to promote hygiene and healthy habits. Levels 1 – 3: Practice hand washing and cough etiquette (covering nose and mouth when coughing and sneezing). List ways in which people <u>cannot</u> be infected with HIV or AIDS.	Brainstorming Research Role Play Guest presenter – School Nurse or Health professional in the community. Creative expression. Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1 Recognize the effects of germs in the body (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body from harm (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Preventive Measures cont'd - Avoid contact with blood and other body fluids (blood, urine, saliva, sweat, stool). - Do not share eating or drinking utensils e.g. cups, spoons, or anything that you place in your mouth. - Parents should ensure that their children are immunized against diseases and infections. (For additional measures, review Caring for the Body in Standard 2.1) AIDS or Acquired Immune Deficiency Syndrome AIDS or Acquired Immune Deficiency Syndrome is a disease caused by a specific kind of virus called HIV or Human Immunodeficiency Virus and is carried in some people's blood. HIV is <u>only</u> contracted through sexual contact, sharing infected needles, blood transfusion and from an infected mother to her child.	<u>Levels 1 – 3 cont'd:</u> List the ways in which people <u>can</u> become infected with HIV or AIDS. List the normal ways people <u>cannot</u> become infected with HIV or AIDS. List actions to prevent becoming infected with HIV or AIDS.	Brainstorming Research Role Play Guest presenter – Infectious Disease Nurse or a member of Public Health Surveillance Team Creative expression Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Recognize the effects of germs in the body (Knowledge)
Appreciate the way their bodies function in preventing illnesses (Attitude)
Practice various preventive measures to protect the body from harm (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
HIV or AIDS cannot be transmitted by doing many normal activities. <u>You cannot</u> get HIV or AIDS from living with someone who has HIV or AIDS <u>You cannot</u> get HIV or AIDS from touching or hugging someone <u>You cannot</u> get HIV or AIDS from being in the same school as someone with it. <u>You cannot</u> get HIV or AIDS from pets, flowers, mosquitoes, toilet seats, water glasses or hugs. <u>You cannot</u> get HIV or AIDS from coughs, sneezes or talking to someone <u>You cannot</u> get HIV or AIDS from eating or drinking or sharing the same utensils (cups, plates, knives and forks)	<u>Levels 1 – 3 cont'd:</u> List the ways in which people <u>can</u> become infected with HIV or AIDS. List the normal ways people <u>cannot</u> become infected with HIV or AIDS. List actions to prevent becoming infected with HIV or AIDS.	Brainstorming Research Role Play Guest presenter – Infectious Disease Nurse or a member of Public Health Surveillance Team Creative expression Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as type II diabetes 2, hypertension, heart disease, etc.

OBJECTIVES 3.1.1 Recognize the importance of food to the body (Knowledge)
Develop an appreciation for healthy foods and snacks (Attitude)
Use decision-making skills to select healthy foods and snacks (Skill)

LIFE SKILLS: **Social:** Cooperation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Food is what the body needs to live and be healthy. Ways in which foods keep the body healthy. - Milk and milk products make the bones, teeth, muscles and other body parts strong. - Meat and meat products help the body to grow healthy and strong. - Starches, grains, breads and pasta provide the body with energy (the ability to do things) for walking, thinking, working, playing, studying, etc. - Fruits and vegetables prevent diseases (illnesses). - Water is an important part of the food that we eat. It keeps the body's temperature normal and gets rid of waste e.g. sweat, urine.	Level 1: Identify ways in which food keeps the body healthy. Level 2: Explain what happens to the body if you do not get enough food to eat. Level 3: Explain why it is important choose healthy foods and snacks. Level 1: Sort healthy snacks according to type. Level 2: Explain the purpose of healthy snacks. Level 3: Have students choose at least three healthy snacks from a list or an assortment of snacks and discuss their choices.	Brainstorming Self-expression Demonstration Food preparation Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as Type 2 Diabetes, Hypertension, Heart Disease, etc.

OBJECTIVES 3.1.1. Recognize the importance of food to the body (Knowledge)
Develop an appreciation for healthy foods and snacks (Attitude)
Use decision-making skills to select healthy foods and snacks (Skill)

LIFE SKILLS: **Social:** Cooperation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Healthy foods are an important part of any meal (breakfast, lunch, dinner or supper) and should be eaten everyday. Healthy snacks are also nutritious and good for the body. Types of Healthy Snacks Fruit-type snacks: Fruits in season; raisins and other dried fruits; frozen fruit cups. Vegetable-type snacks: Cooked vegetables e.g. broccoli, string beans; raw vegetables e.g. carrot, celery; canned vegetables (without added salt). Dairy-type snacks: Yogurt; slices of cheese. Bread-type snacks: Non-sugared cereals; whole-grain crackers; breads. Meat-type snacks: Hard-boiled eggs; tuna fish (in water); lean cuts of meat. Water is the best drink to have when you are thirsty.	<u>Levels 1 – 3:</u> Design a poster to encourage their classmates to eat healthy foods and snacks. Bring a favourite snack to school and share with the class; ask why they enjoy it. Class project – Prepare healthy snacks. (Demonstrate safety food handling techniques). Plan a meal of healthy snacks (breakfast, lunch and dinner).	Brainstorming Research Food preparation Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

OBJECTIVES 3.2.1: Recognize the Dietary Guidelines as an outline for healthy eating (Knowledge)

Develop an appreciation for healthy foods (Attitude)

Use decision-making skills to prepare healthy meals (Skill)

LIFE SKILLS: **Social:** Communication, Cooperation, Refusal and Advocacy

Cognitive: Decision-making, Critical and Creative thinking

Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The Dietary Guidelines for The Bahamas is an outline for healthy eating. It helps an individual choose what he /she should eat. It also shows the different kinds and amounts of food the body needs each day to be healthy. The Dietary Guidelines is divided into the following food groups: Cereals and starchy vegetables e.g. bread, potatoes, grits, pasta, cereals, rice, etc. Vegetables e.g. lettuce, cabbage, carrots, broccoli, spinach, cauliflower, tomatoes, etc. Fruits e.g. mangoes, pineapples, bananas, oranges, apples, grapes, dillies, peaches, etc. Meats and Dairy e.g. fish, chicken, turkey, beef, pork, cheese, eggs, yogurt, milk, etc. Beans and Peas e.g. peas, beans, nuts, etc Fats e.g. olive oil, butter, margarine, etc Sugars and Sweeteners e.g. sugar, syrup, honey, etc. The body needs different kinds of food to be healthy. It is important to eat a variety of foods from the food groups.	Level 1: Sort foods according to food groups/sources. Level 2: Explain the location of the food groups on the Dietary Guidelines. Level 3: Explain the purpose of the Dietary Guidelines for The Bahamas. Levels 1- 3: Plan a meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines. Discuss what they choose and whether the choices were healthy.	Brainstorming Research Food preparation Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1) **THEME:** Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health.

OBJECTIVES 3.3.1: Recognize the importance of being physically fit (Knowledge)
Develop an interest in and enjoyment for exercise (Attitude)
Involve themselves in activities that promote an active lifestyle (Skill)

LIFE SKILLS: **Social:** Communication, Cooperation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Exercise keeps the body healthy and fit. Being fit allows an individual to be active for a long time without getting tired. Benefits of exercise -Makes an individual look and feel good - Builds stronger muscles and bones - Helps the lungs to work better - Improves sleep and relaxation - Improves brain functions (helps the individual think and learn new things) - Reduces the risk of heart disease and high blood pressure - Provides energy to do things e.g. play, learn, walk, etc. - Relieves stress Ways to Exercise You can exercise at home, at school or at play - Playing games and sports - Gardening - Walking, running, jumping, dancing, skipping, etc.	Level 1: List the benefits of exercise. Level 2: Explain importance of being physically fit. Level 3: Compile a list of activities that they should engage in to promote good health. Levels 1 – 3: Practice different games and exercises that are good for strengthening different parts of the body. Demonstrate healthy habits such as exercise, rest and nutrition.	Brainstorming Self-expression Research Creative expression Demonstration Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1)

THEME: Managing the Environment

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

STANDARD 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

OBJECTIVES 4.1.1: Recognize the environment as a source of food, shelter and protection (Knowledge)
Appreciate the environment in which they live, work and play (Attitude)
Demonstrate ways to protect the environment (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking
Emotional/Coping Skills Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The environment is made up of people, plants and animals that live and coexist together. The environment provides water, air, sunshine, trees and plants that people need to live. These are called natural resources because they are found in nature. Clean water is important for drinking, bathing and performing daily chores. Air is essential for life and good health. Animals provide various sources of food, clothing, shelter and companionship. Trees and plants – provide food, homes and shade for people and animals and give off oxygen that helps them breathe. Keeping the environment clean is important to good health.	Level 1: List ways to keep the environment clean. Choose one of the natural resources and draw pictures of how it is beneficial to plant and animal life. Level 2: Classify the natural resources according to their function and benefits. List the health benefits of a clean environment. Level 3: Identify natural resources in their school environment (b) Describe ways to protect these resources. Explain why it is important to have a clean environment.	Brainstorming Research Self-expression Creative expression Cooperative learning Guest presenters: Representatives from The Bahamas National Trust, Bahamas Humane Society, Department of Agriculture and Fisheries, Department of Environmental and Public Health Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (1) **THEME:** Managing the Environment

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

STANDARD 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

OBJECTIVES 4.1.1: Recognize the environment as a source of food, shelter and protection (Knowledge)
Appreciate the environment in which they live, work and play (Attitude)
Demonstrate ways to protect the environment (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking
Emotional/Coping Skills Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Ways to keep the environment clean Do not throw trash or garbage on the ground, in the sea, lakes or ponds. Pick up trash and put them a trash can. Walk or ride a bike instead of riding in a car. Follow school rules that help everyone to stay healthy. Say no to choices that are against the law.	<u>Levels 1 – 3:</u> Have students create a class project from items brought to school e.g. plastic containers, egg, cartons, aluminum cans, glass bottles, shoe boxes, etc. Children will demonstrate methods to reuse or recycle these items.	Brainstorming Research Self-expression Creative expression Cooperative learning Guest presenters: Representatives from The Bahamas National Trust, Bahamas Humane Society, Department of Agriculture and Fisheries, Department of Environmental and Public Health Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 2

SCOPE OF WORK

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Key for Students' Activities:

Level 1: Basic

Level 2: Intermediate

Level 3: Advanced

Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

OBJECTIVES FOR GRADE TWO

THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

Standard 1.1: Express an awareness of their uniqueness

Objectives 1.1.1: Recognize character traits that contribute to their uniqueness (Knowledge)

Appreciate their uniqueness (Attitude)

Demonstrate awareness and acceptance of their uniqueness (Skill)

Standard 1.2: Demonstrate respect for people and all things living

Objectives 1.2.1: Recognize that some people are different because of their physical disabilities (Knowledge)

Respect and appreciate people whose bodies are different from theirs (Attitude)

Demonstrate acceptance and inclusion of persons who are different from them (Skill)

Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)

Objectives 1.3.1: Recognize the importance of friendship (Knowledge)

Respect and appreciate their friends (Attitude)

Maintain friendships through effective communication (Skill)

Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

Objectives 1.4.1: Recognize the importance of promoting peace at home, in school and the community ((Knowledge)

Demonstrate willingness to resolve conflicts peacefully (Attitude)

Apply critical thinking, decision-making skills to cope with difficult relationships and resolve conflicts (Skill)

Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

Objectives 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)

Respect rules regarding the use of medicines and other drugs (Attitude)

Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

OBJECTIVES FOR GRADE TWO

THEME 2: SEXUALITY AND SEXUAL HEALTH

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality.

Objectives 2.1.1: Explore the similarities and differences between males (men) and females (women) (Knowledge)
Respect each other as they play and work together (Attitude)
Demonstrate advocacy skills for equality of males and females (Skill)

Standard 2.2: Examine issues that affect their human sexuality

Objectives 2.2.1: Differentiate between appropriate and inappropriate sexual behaviour (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Demonstrate way to stay safe around familiar people and strangers (Skill)

Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

Objectives 2.3.1: Differentiate between communicable and non communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: type 2 diabetes, hypertension, heart diseases, etc.

Objectives 3.1.1: Recognize the importance of food to the body (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Use decision-making skills to make healthy food choices (Skill)

OBJECTIVES FOR GRADE TWO

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D

Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objectives 3.2.1: Recognize benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)

Appreciate eating healthy foods and snacks (Attitude)

Use decision-making skills to make healthy food choices (Skill)

Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

Objectives 3.3.1: Demonstrate knowledge of safety measures when exercising (Knowledge)

Develop an interest in and enjoyment for exercise (Attitude)

Practice safety measures when exercising (Skill)

THEME 4: MANAGING THE ENVIRONMENT

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the components of a healthy community (Knowledge)

Appreciate the environment in which people live, work and play (Attitude)

Use decision-making skills to protect the environment in which people live, work and play (Skill)

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.1: Express an awareness of their uniqueness.

OBJECTIVES 1.1.1: Recognize character traits that contribute to uniqueness (Knowledge)
Appreciate their uniqueness (Attitude)
Demonstrate awareness and acceptance of their uniqueness (Skill)

LIFE SKILLS: **Social:** Cooperation, Interpersonal skills (for developing healthy relationships) and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES														
A person’s character and values reflect how that person thinks, feels and acts. Everyone has strengths and weaknesses that make them unique. <u>Character Traits</u> <table><tr><td><u>Positive Traits</u></td><td><u>Negative Traits</u></td></tr><tr><td>Caring</td><td>uncaring, unfeeling</td></tr><tr><td>Cooperative</td><td>uncooperative, unhelpful</td></tr><tr><td>Kind</td><td>unkind</td></tr><tr><td>Clean</td><td>unclean</td></tr><tr><td>Creative</td><td>uncreative</td></tr><tr><td>Good</td><td>bad, evil</td></tr></table> (This list is not exhaustive. Review Teaching Good Values and Citizenship for additional traits, Appendix IV) All persons need to be accepted and appreciated as worthwhile.	<u>Positive Traits</u>	<u>Negative Traits</u>	Caring	uncaring, unfeeling	Cooperative	uncooperative, unhelpful	Kind	unkind	Clean	unclean	Creative	uncreative	Good	bad, evil	<u>Level 1:</u> Have students list the things that they like about themselves. <u>Level 2:</u> Compile a list – what they are good at, what they do not do well, what makes them happy, sad, etc. <u>Level 3:</u> Identify positive and negative traits of character in the Bible and media. Explain who they would like to emulate and why. <u>Levels 1 – 3:</u> Working as partners, create an “I Am Special” poster. Have each student draw the partner’s face and write positive character traits about their classmates on their poster.	Discussion on “What is the meaning of good character? Character and values Research of people with positive and negative traits of character Cooperative learning Game: “Get caught doing something good’ Tests and quizzes will be given when appropriate Self assessment. Teacher observation of students’ interaction Teacher assessment of students’ activities
<u>Positive Traits</u>	<u>Negative Traits</u>															
Caring	uncaring, unfeeling															
Cooperative	uncooperative, unhelpful															
Kind	unkind															
Clean	unclean															
Creative	uncreative															
Good	bad, evil															

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD1.2: Demonstrate respect for people and all things living.

OBJECTIVES 1.2.1: Recognize that some people are different because of their physical disabilities (Knowledge)
Respect and appreciate people whose bodies are different from theirs (Attitude)
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy
Cognitive: Decision-making, Problem solving, Conflict Resolution, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
A disability is a condition that keeps someone from doing things that other persons without that disability can do. Physical disabilities include: blindness, deafness, speech defects, paralysis (cripple), etc. Ways to help the physically disabled: - Be kind and courteous - Provide assistance when needed or requested - Respect their independence - Observe the laws that protect the rights of disabled persons You should treat friends with disabilities the same way you treat any of your friends. A disability cannot be spread to another person.	Level 1: Match vocabulary words to pictures of disabled people. Level 2: Role-play, pantomime various disabilities- dramatize ways in which you can help a blind person. Level 3: Create a picture book showing how to respect others with various disabilities e.g. persons who are blind, deaf, dumb, etc.	Discussion – Some people are born with disabilities, others become disabled due to illness or accidents Picture charts showing people with various disabilities Role play scenarios Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.3: Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

OBJECTIVES 1.3.1: Recognize the importance of friendship (Knowledge)
Respect and appreciate their friends (Attitude)
Maintain friendships through effective communication (Skill)
Apply critical thinking, decision-making and communication skills to cope with difficult relationships (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Conflict Resolution, Critical and Creative thinking,
Emotional / Coping: Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
A friend is someone we know well and love. We enjoy spending time with them. Friends spend time with us, share special memories and are kind. Some friendships last throughout life. Animals such as dogs, cats make good friends. Character traits of a friend (Review Teaching Good Values and Citizenship for additional traits, Appendix IV) Characteristics of healthy relationships include: - Respecting self and others - Observing the rights of self and others - Empathy	Level 1: Draw a picture and write a few sentences to describe their friend. Level 2: Provide an oral or written description of the types of behaviour that enable him or her to (a) gain friends; (b) lose friends. Level 3: Explain how being a good friend demonstrates positive character. Levels 1 – 3: Discussion on (a) Behaviours that students like or consider as ‘friendly’ in other people; (b) The kinds of behaviour they think that others (their friends) would like them to display. Create a journal on friendship. Role play/demonstrate steps to make a friend.	Modeling behaviours Creative thinking Role play Creative writing Artistic expression Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities e.g. artistic expression, journal writing and role play

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

OBJECTIVES 1.4.1: Recognize the importance of promoting peace at home, in school and the community (Knowledge)
Demonstrate willingness to resolve conflicts peacefully (Attitude)
Apply critical thinking, decision-making skills to cope with difficult relationships and resolve conflicts (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Problem-solving, Conflict Resolution, Critical and Creative thinking,
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Knowing how to get along with people is important in preventing conflicts and promoting peace at home, school and in communities. A conflict between two or more people often occurs in relationships e.g. sibling rivalry, parents and children, friends, classmates, husband and wife, gang members. Reasons for conflicts in relationships: Poor communication; changes in the family structure; jealousy; competition; lack/limited resources (finance, food, clothes); anger; lack of respect and tolerance; etc. Ways to prevent conflicts: - Think before acting - Walk away, apologize - Give a positive response Agencies in the community that assist with crisis: trusted adult - teacher, counsellor, nurse, religious leader; GOs – RBPF, Social Services, etc.	Level 1: Identify cartoon characters that use respectful words and actions e.g. Sesame Street characters. Level 2: Provide students with pictures of people in various situations and have them identify emotion being expressed in the pictures. Level 3: Children’s stories relating to disagreements (conflicts). Students will identify which character was the “bully”, which character was the “victim”, and who was the “problem solver.” Levels 1 – 3: Create a word wall of respectful words for daily use in the classroom.	Discussion and stories of conflict Cooperative learning Modeling Creative thinking Role play Creative expression Tests and quizzes will be given when appropriate. Teacher observation of students’ interaction. Teacher assessment of students’ activities.

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.5: Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

OBJECTIVES 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)
Respect rules regarding the use of drugs (Attitude)
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

LIFE SKILLS: **Social:** Cooperation and Negotiation and Refusal
Cognitive: Decision-making, Problem-solving, Critical and Creative thinking,
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Drugs change the way your body works. Medicines are helpful drugs. Other drugs such as alcohol, tobacco, cigarettes marijuana and cocaine can harm you. Chocolate, some kinds of coffee and tea, and some soft drinks also contain a drug. This drug is not good for you if you get too much of it. Harmful Effects of Drugs: -Drugs can make it hard to think clearly. Then you might make bad decisions -Drugs can make you want to hurt people -Drugs can stop your body from growing and functioning properly Saying no to harmful drugs protect your body and keep you safe.	Level 1. Working in small groups, compile a poster board of harmful drugs. Level 2: Make a list of what drugs they have heard about that are against the law and are harmful to their health. Level 3: Write a statement on ‘Why you should stay drug free’ Levels 1 – 3: Create jingles or rap to encourage others to say ‘NO’ to harmful drugs. Discussion on the difference between medicines and other drugs.	Role play Guest presenters: Representatives from various organizations e.g. pharmacists, Bahamas Pharmacy Association, Bahamas National Drug Council, Drug Enforcement Unit, Adolescent Health. Cooperative learning Artistic expression Creative writing Tests and quizzes will be given when appropriate. Oral presentation Teacher observation of students’ interaction Teacher assessment of students’ activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Explore the similarities and differences between males (men) and females (women) (Knowledge)
Show appreciation for each other as they work and play together (Attitude)
Demonstrate advocacy skills for equality of males and females (Skill)

LIFE SKILLS: **Social:** Advocacy, Cooperation and Communication
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Individuals are born either male (boy) or female (girl). Similarities in Males and Females: Both males and females have similar bodily functions e.g. breathe, eat, sleep, think, etc. Both males and females are needed to have a baby. Both males and females can produce a family to love and provide support. Both males and females can participate in any activities, hobbies or careers in which they have interests. Both males and females can express emotions and sensitivity e.g. crying, laughing, empathy, etc. Both males and females need to be in good health (physical, mental, and spiritual health) in order to produce a happy, healthy and productive family.	Level 1: Identify ways in which boys and girls are (a) alike; (b) different Level 2: Create a story “How We Are All Alike and What Makes Us Different” Level 3: (a) Investigate social messages about male and female behaviours e.g. boys should not wear pink; Girls should not play with trucks and cars; Playing with dolls makes a boy a ‘sissy.’ etc. (b) Are there any changes in this view over the years?	Brainstorming Guest presenters Research Creative Expression Cooperative learning Story telling video clip Tests and quizzes will be given when appropriate. Teacher observation of students’ interaction Teacher assessment of students’ activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**).

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Explore the similarities and differences between males (men) and females (women) (Knowledge)
Show appreciation for each other as they work and play together (Attitude)
Demonstrate advocacy skills for equality of males and females (Skill)

LIFE SKILLS: **Social:** Advocacy, Cooperation and Communication
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Differences in Males and Females Men and women have different reproductive organs Women menstruate while men do not. Only women can become pregnant. Women develop breasts that are usually capable of breast feeding after birth (lactating), while men do not breast feed. Men generally have more massive bones than women (heavier in weight).	<u>Levels 1 – 3:</u> Conduct research on the similarities and differences between males and females. (a) List and identify the reproductive organs in males. (b) List the reproductive organs in females (c) Explain why only females can become pregnant. (d) Explain why only females can give birth and breast feed. (e) Explain why men are heavier than women.	Brainstorming Guest presenters: School Health Nurse Research Creative Expression Cooperative learning Story telling Video clip Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.2: Examine issues that affect their sexuality.

OBJECTIVES 2.2.1: Differentiate between appropriate and inappropriate sexual behaviours (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Demonstrate actions to stay safe around familiar people and strangers (Skill)

LIFE SKILLS: **Social:** Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Children seek love and attention from family members, peers, and other adults. Children have the right to tell others not to touch their bodies when they don't want to be touched They should tell an adult (police, teacher, nurse, guidance counselor or parent) if someone touches them inappropriately. (Review Grade 1, Standard 2.2: <i>Appropriate and Inappropriate Touches.</i>) If children feel uncomfortable when someone touches them they should say 'no', get away from the situation, "go" and "tell" a trusted adult what happened. If someone touches them and tells them to keep it a secret, they should always tell an adult anyway. Children should not talk to or give out information to strangers, especially when they are home alone. They should not take short cuts especially in wooded areas.	Level 1: List ways to stay safe when approached by a stranger Level 2: Describe how familiar people can hurt or make children feel uncomfortable. Level 3: Demonstrate how to access help from the police, teacher, nurse, guidance counselor and parent. Levels 1 – 3: Create a poster on Safety Tips: Say No, Go and Tell. Draw a chart comparing a) safe and unsafe places and b) safe and unsafe social behaviours.	Brainstorming Guest presenters Artistic expression Written expression Role play Video clip Journaling Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Differentiate between communicable and non communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Diseases are classified as communicable and non-communicable. Communicable diseases are spread from person to person e.g. pink eye, colds, flu, chicken pox, strep throat, HIV Virus, STIs, etc. (Review Grade 1, Standard 2.3: HIV and AIDS) Non-communicable diseases are not spread from person to person. They may be caused by elements in the environment, nutritional deficiencies, lifestyle choices or genetic inheritances. Non-communicable diseases include: Asthma, cancer, heart disease, downs syndrome, diabetes, stroke, etc. These are called life style diseases and are results of what we eat and how we live. Preventive Measures Communicable Diseases: (Review Grade 1, Standard 2.3: Preventive Measures)	Level 1: Create a chart of communicable and non-communicable diseases. Level 2: Explain the difference between communicable and non communicable diseases. Level 3: Research (Identify) some ways to prevent the spread of non-communicable diseases. Levels 1 – 3: Practice protecting the body from harm by learning various preventive measures e.g. hand washing and cough etiquette (covering nose and mouth when coughing and sneezing). Create a book mark of some healthy habits.	Brainstorming Research Guest presenter – School nurse or Health professional in the community. Artistic expression Cooperative learning Demonstration Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as type II diabetes 2, hypertension, heart disease, etc.

OBJECTIVES 3.1.1: Recognize the importance of food to the body (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Some foods are more healthful than others. (Review Grade 1 lesson on healthy foods) Unhealthy foods tend to be significantly less nutritious and harmful to the body. These foods and snacks are high in added sugar, fat and salt. Foods such as soft drinks, some cereals, candies, candy bars, cakes, cookies and chips, French fries (fried) are generally high in sugar, fat and salt. Foods prepared with oils are high in fat. Foods that are high in sugar, fats or salt, can cause health problems in children and adults e.g. overweight, obesity, diabetes, high blood pressure, etc. When preparing meals, purchasing or eating foods, choose foods that are low in sugar, fat and salt.	Level 1: Compile a list of (a) healthy foods; (b) unhealthy foods. Discuss their effects on the body. Level 2: Examine food and product labels for their nutritional value. Make a list of the (a) healthy foods; (b) unhealthy food items. Level 3: Chart their food selection for one day or week. Document the healthy and /or unhealthy foods consumed. Compile a recommended list of healthy foods and snacks. Levels 1 – 3: Create an advertisement promoting healthy food choices.	Brainstorming Self-expression Research Creative expression Cooperative learning Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (2)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

OBJECTIVES 3.2.1: Recognize the benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES																		
The Dietary Guidelines provide an outline of what should be eaten daily. People should make healthy choices when selecting foods from these food groups. Benefits of Foods in the Dietary Guidelines <table><tr><th>Food</th><th>Benefit</th></tr><tr><td colspan="2">1. Cereals and Starchy Vegetables</td></tr><tr><td>bread, potato, grits, pasta, cereals, rice</td><td>- Provides the body with energy</td></tr><tr><td colspan="2">2. Vegetables</td></tr><tr><td>lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato</td><td>- Provides fiber - Foods are naturally low in fat</td></tr><tr><td colspan="2">3. Fruits</td></tr><tr><td>mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,</td><td>- Provides fiber - Foods are naturally low in fat</td></tr><tr><td colspan="2">4. Meats and Dairy</td></tr><tr><td>Fish, chicken, turkey, beef, pork, cheese, eggs, milk</td><td>- Helps the body grow healthy - - Builds strong bones and teeth</td></tr></table>	Food	Benefit	1. Cereals and Starchy Vegetables		bread, potato, grits, pasta, cereals, rice	- Provides the body with energy	2. Vegetables		lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato	- Provides fiber - Foods are naturally low in fat	3. Fruits		mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,	- Provides fiber - Foods are naturally low in fat	4. Meats and Dairy		Fish, chicken, turkey, beef, pork, cheese, eggs, milk	- Helps the body grow healthy - - Builds strong bones and teeth	Review the Dietary Guidelines for The Bahamas and complete the following: Level 1: List the seven food groups on the Dietary Guidelines. Level 2: Identify foods for each group. Level 3: Describe the health benefits of each group. Levels 1 – 3: Plan a healthy meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines for The Bahamas. Discuss the choices made and whether the choices were healthy.	Brainstorming Research Food preparation Demonstration Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities
Food	Benefit																			
1. Cereals and Starchy Vegetables																				
bread, potato, grits, pasta, cereals, rice	- Provides the body with energy																			
2. Vegetables																				
lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato	- Provides fiber - Foods are naturally low in fat																			
3. Fruits																				
mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,	- Provides fiber - Foods are naturally low in fat																			
4. Meats and Dairy																				
Fish, chicken, turkey, beef, pork, cheese, eggs, milk	- Helps the body grow healthy - - Builds strong bones and teeth																			

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (2)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

OBJECTIVES 3.2.1: Recognize the benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Benefits of foods in the Dietary Guidelines cont'd		Review the Dietary Guidelines for The Bahamas and complete the following: Level 1: List the seven food groups on the Dietary Guidelines. Level 2: Identify foods for each group. Level 3: Describe the health benefits of each group. Levels 1 – 3: Plan a healthy meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines for The Bahamas. Discuss the choices made and whether the choices were healthy.	Brainstorming Research Food preparation Demonstration Creative expression Cooperative learning Tests and quizzes will be given when appropriate. Teacher observation of students' interaction. Teacher assessment of students' activities.
Food	Benefit		
5. Beans and Peas			
peas, beans, nuts,	Helps the body grow healthy		
6. Fats			
olive oil, butter, margarine	- Little nutritional value - Contributes to diseases such as diabetes, obesity, etc.		
7. Sugars and Sweeteners			
sugar, syrup, honey, etc.	- Little nutritional value - Contributes to diseases such as diabetes, obesity, etc.		

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2) **THEME:** Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health.

OBJECTIVES 3.3.1: Demonstrate knowledge of safety measures when exercising (Knowledge)
Develop an interest in and enjoyment for exercise (Attitude)
Practice safety measures when exercising (Skill)

LIFE SKILLS: **Social:** Communication, Cooperation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Self-health management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Exercise keeps the body fit and healthy. (Review Grade One – the benefits of exercise). Safety is very important when exercising. It keeps you from getting hurt. Steps for exercising safely - Warm up your body before exercising e.g. do jumping jacks, skip, walk, jog in place, etc. - Stretch your muscles - Start out slowly, then move faster - After exercising, cool down Safety rules when engaging in exercise - Drink a lot of water when you exercise - Rest when you are tired - Stop when you feel pain - Do not exercise outside when it is very hot - Wear the right clothing and safety gear - Exercise in a safe environment	Level 1: List the benefits of exercise. Level 2: Compile a list of rules to follow when engaging in exercise. Level 3: Develop an exercise plan for a week. Discuss the importance of safety when exercising Levels 1 – 3: Choose a partner to demonstrate the four steps for exercising safely. Interview a fellow student about physical activities they like to engage in.	Brainstorming Research Self-expression Creative expression Cooperative learning Demonstration Survey Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2) **THEME:** Managing the Environment

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being.

OBJECTIVES 4.4.1: Recognize the components of a healthful community (Knowledge)
Appreciate the environment in which they live, work and play (Attitude)
Use decision-making skills to protect the environment in which they live work and play (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking
Emotional/Coping Skills: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The environment is made up of living and non-living things. Living things in the environment include: plants, animals and people. Non-living things in the environment are water, air, land, sunlight, man-made products (roads, buildings, places where people live, work, shop, exercise and play). Benefits of the Living Environment - Magnificent species the earth has to offer - Animals provide food, clothes, shelter, companionship and transportation - Wood from trees is used to make many different things - Plants take carbon dioxide out of the air and produce oxygen. This enables us to have oxygen to breathe and reduces the effect of carbon dioxide which has been blamed for global warming as it traps the heat from the sun in that atmosphere. - Forest, trees and other natural ecosystems reduce the risk of catastrophic climate change impacts like floods and droughts	Level 1: Describe living and non-living environments. Level 2: Classify components of (a) Living Environment; (b) Non-living environment. Level 3: Describe the benefits of a) Living Environment; (b) Non-living environment. Levels 1 – 3: Class project_Have students create a collage representing living and non-living environments. Students will also research and compile a journal of the benefits of the living and non-living things in the environment.	Brainstorming Research Self-expression Creative expression Journal writing Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2) **THEME:** Managing the Environment

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being.

OBJECTIVES 4.4.1: Recognize the components of a healthful community (Knowledge)
Appreciate the environment in which they live, work and play (Attitude)
Use decision-making skills to protect the environment in which they live work and play (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking
Emotional/Coping Skills: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Benefits of the Non- Living environment - Fresh, clean air, water and sunshine - Parks, beaches, walking trails and green spaces for recreation and physical activity - Buildings provide spaces for work, worship, shelter and recreation - Vehicles provide transportation and recreation, Non- Living environments have both direct and indirect effects on the natural environment. - Air pollution and climate change can harm water quality and wildlife habitats - Vehicles can cause air pollution - Over foresting and overfishing can reduce trees and fish. Caring for the Environment (Review Grade 1, Standard 4.1: <i>Ways to Keep the Environment Clean</i> for additional information)	Level 1: Describe living and non-living environments. Level 2: Classify components of (a) Living Environment; (b) Non-living environment. Level 3: Describe the benefits of a) Living Environment; (b) Non-living environment. Levels 1 – 3: Class project_Have students create a collage representing living and non-living environments. Students will also research and compile a journal of the benefits of the living and non-living things in the environment.	Brainstorming Research Self-expression Creative expression Journal writing Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

PRIMARY HEALTH AND FAMILY LIFE EDUCATION CURRICULUM GUIDELINES GRADE 3

SCOPE OF WORK

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Key for Students' Activities:

Level 1: Basic

Level 2: Intermediate

Level 3: Advanced

Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

OBJECTIVES FOR GRADE THREE

THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

Standard 1.1: Express an awareness of their uniqueness

Objectives 1.1.1: Recognize factors that contribute to a positive self-concept (Knowledge)
Appreciate their uniqueness and develop confidence and pride in their abilities and talents (Attitude)
Demonstrate behaviours and skills that promote self-improvement (Skill)

Standard 1.2: Demonstrate respect for people and all things living

Objectives 1.2.1: Recognize the differences that exist among people (Knowledge)
Respect and appreciate people who are different from them (Attitude)
Demonstrate acceptance and inclusion of people of different race, ethnicity, religion, and custom (Skill)

Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)

Objectives 1.3.1: Explore ways in which the community influences their lives (Knowledge)
Respect and appreciate the people in their community (Attitude)
Advocate for safe, healthy school communities (Skill)

Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

Objectives 1.4.1: Distinguish among conflict, violence, vandalism and harassment (Knowledge)
Demonstrate willingness to communicate feelings, ideas and opinions in a positive way to foster good relationships (Attitude)
Apply critical thinking, decision-making skills to make healthy decisions (Skill)

Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

Objectives 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)
Respect rules regarding the use of medicines and other drugs (Attitude)
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

OBJECTIVES FOR GRADE THREE

THEME 2: SEXUALITY AND SEXUAL HEALTH

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality

Objectives 2.1.1: Recognize sexuality as a personal view of maleness or femaleness and examine factors that influence ones sexuality (Knowledge)
Explore the roles, responsibilities and biases (stereotyping) related to gender (Knowledge)
Appreciate their uniqueness and the way their body functions (Attitude)
Demonstrate cooperation and support for each other as they work and play together (Skill)

Standard 2.2: Examine issues that affect their human sexuality

Objectives 2.2.1: Recognize abuse as any form of ill treatment against an individual or animal (Knowledge)
Demonstrate their right to be appreciated and protected (Attitude)
Apply decision-making skills to seek help when abuse occurs (Skill)

Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

Objectives 2.3.1: Explore general causes and prevention of communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity

Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: type 2 diabetes, hypertension, heart diseases, etc.

Objectives 3.1.1: Recognize the relationship between nutrition and health (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

OBJECTIVES FOR GRADE THREE

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D

Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objectives 3.2.1: Recognize the importance of a balanced diet (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

Objectives 3.3.1: Recognize exercise, rest and sleep as important components of physical fitness (Knowledge)
Demonstrate willingness to engage in physical activity (Attitude)
Involve themselves in activities that promote an active lifestyle (Skill)

THEME 4: MANAGING THE ENVIRONMENT

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

Standard 4.1 Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the natural resources in their communities and their functions (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Apply decision-making, advocacy and communication skills to protect the environment (Skill)

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.1: Express an awareness of their uniqueness.

OBJECTIVES 1.1.1: Recognize factors that contribute to a positive self concept (Knowledge)
Appreciate their uniqueness and develop confidence and pride in their abilities and talents (Attitude)
Demonstrate behaviours and skills that promote self –improvement (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Traits are the characteristics or other qualities (physical, mental, emotional and social) that make a person special. (Review Grade 1, Standard 1.1: Physical Traits and Grade 2, Standard 1.1 Character Traits) Self-concept refers to the way a person views (feels about) himself or herself. Self-concept can be positive or negative. People with a positive self-concept will: - Have high self-esteem (ability to like and respect self) - Have confidence in themselves - Feel valued and secure - Take personal interest and pride in themselves - Make responsible decisions Having a low self-concept can contribute to: - Poor decision making - Low self-esteem and lack of self-confidence	Level 1: Identify five physical traits Level 2: List at least one trait under each of the headings: physical, mental, emotional and social. Level 3: Complete level 2. Identify which of the traits they could change and which they could not change. Levels 1 – 3: Discussion on factors influence the development of self-concept e.g. family, friends, school, church the media, etc. Working as partners, create an “I Am Special” poster. Have each student draw the partner’s face and positive character traits about their classmates on their poster. Role play scenarios promoting positive self-concept.	Creative expression Cooperative learning Role play Tests and quizzes will be given when appropriate Self assessment Teacher observation of students’ interaction Teacher assessment of students’ activities e.g. posters, role play and other student activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.2: Demonstrate respect for people and all things living.

OBJECTIVES 1.2.1: Recognize the differences that exist among people (Knowledge)
Respect and accept people who are different from them (Attitude)
Demonstrate acceptance and inclusion of people of different race, ethnicity, religion, and custom (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Problem solving, Conflict Resolution, Critical and Creative thinking
Emotional / Coping: Self-awareness and Self acceptance,

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Cultural, ethnic and religious differences make people unique and special. Religious differences – worship experiences, religious beliefs, Cultural differences – food, entertainment, dress, language, lifestyle and customs. Ethnic differences – race, nationality, language, cultural heritage People are diverse and have different ways of doing things, but they all have the same needs. (Review Grade 1, Standard 1.3: Needs) It is important to show respect for people's beliefs and not judge them as being wrong or unimportant.	Level 1: Research information on religions in The Bahamas. Level 2: Complete a project on the denomination or church that they attend – When it was established; membership and Biblical beliefs. Level 3: Research project on the culture of different Bahamian islands e.g. foods produced, entertainment, way of life, etc. Levels 1 – 3: Discussion on different customs and beliefs Role play scenario: A new student from a different country has been placed in your class. What can you do to help the student feel accepted? Invite guest speakers from the community to share their experiences about their religious beliefs or cultural heritage.	Role play Cooperative learning Research Guest speakers Oral presentation Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities e.g. research, role play and other student activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.3: Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

OBJECTIVES 1.3.1: Explore ways in which the community influences their lives (Knowledge)
Appreciate the people in their communities (Attitude)
Advocate for safe, healthy school communities (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Conflict Resolution, Critical and Creative thinking,
Emotional / Coping: Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
A community is a place where people live, work, play and attend school and church. A community must be clean and safe to protect the lives of people who live there. Many people work to keep the community healthy and safe e.g. teachers, policemen, pastors, doctors, nurses, farmers, taxi or bus drivers, carpenters, plumbers, crossing guard, entrepreneurs, etc. Safe practices in communities include: Education, sporting events, clean up campaigns, worship, special celebrations, etc. Unsafe practices in communities include: Drug use, violence, vandalism, accidents, crime, etc.	Level 1: Create a poster board of people who live in a community and describe the work that they do. Level 2: Identify five occupations of persons who make their school a safe and healthy place. Describe what the school would be like if no one did these jobs. Level 3: Interview a representative from their community about the job that he/she does to keep the community safe. Levels 1 – 3: Discussion about the importance of safety in their communities. Design a poster to promote safety in each of the following categories: - Safety indoors - Safety outdoors (school, playground, park, roads, etc) - Car safety	Field trips – A walk through the school community. Guest presenters : Parents, pastors, policemen, entrepreneurs, etc. Interview and survey instruments Role play, Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities e.g. projects and role play

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

OBJECTIVES 1.4.1: Distinguish among conflict, violence, vandalism and harassment (Knowledge)
Demonstrate willingness to communicate feelings, ideas and opinions in a positive manner to foster good relationships (Attitude)
Apply refusal and conflict resolution skills to make healthy decisions (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical and Creative thinking, Conflict Resolution
Emotional / Coping: Self-awareness, Self acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Conflicts are disagreements that you have with other people. Conflicts can lead to violence (physical or verbal force against self and others). Violence is one of the leading causes of death in the world today. Vandalism, a form of violence, is willful destruction of public or private property. Littering and graffiti are forms of vandalism. Teasing and bullying are forms of harassment. Examples of teasing and bullying are isolation, name calling and other verbal assaults, pushing and other physical assaults	Level 1: compile a list of positive attitudes, values and skills that can prevent violence in the community. Level 2: (a) Identify how drugs and violence can hurt the community. (b) List different ways people can prevent violence in the community. Level 3: Create a picture book showing how to demonstrate respect for self, people, animals and property. Levels 1 – 3: Practice conflict resolution in a variety of scenarios. Role play various scenarios which demonstrate (a) positive and negative attitudes; (b) Demonstrate verbal and non-verbal means of communication.	Brainstorm the meaning of <i>conflict, violence, vandalism, harassment</i> and <i>bullying</i>. Role play Guest presenters: Parents, pastors, policemen, etc. Cooperative learning Game “Get Caught Doing Something Good” Media analysis Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities e.g. projects and role play

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

OBJECTIVES 1.4.1: Distinguish among conflict, violence, vandalism and harassment (Knowledge)
Demonstrate willingness to communicate feelings, ideas and opinions in a positive manner to foster good relationships (Attitude)
Apply refusal and conflict resolution skills to make healthy decisions (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Conflict Resolution, Critical and Creative thinking,
Emotional / Coping: Self-awareness, Self acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Factors that contribute to unhealthy behaviours include: anger, low self-esteem, differences of opinions, stress and strain between persons, and lack of respect for people and property. Communication is one of the most important skills in dealing with conflicts or disagreements. People need to talk to each other. Guidelines to good communication. - Agree that there is a problem. - Listen to each opinion - Work together to reach an agreement. Ways to avoid bullying - Never tease and encourage school mate not to tease - Be aware of the other person's feelings - Keeping an open mind and show respect and compassion	Levels 1 – 3 cont'd: Conduct a survey of various TV programmes that include violence, vandalism or bullying. Decide whether these programmes provide (a) positive messages; (b) negative messages Create a positive message for at least one of the programmes	Brainstorm the meaning of <i>conflict, violence, vandalism, harassment</i> and <i>bullying</i>. Role play Guest speaks – parents, pastors, policemen, etc. Cooperative learning Game “Get Caught Doing Something Good” Media analysis Tests and quizzes will be given when appropriate. Teacher observation of students’ interaction Teacher assessment of students’ activities e.g. projects and role play

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.5: Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

OBJECTIVES 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)
Respect rules regarding the use of medicine and other drugs (Attitude)
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

LIFE SKILLS: **Social:** Communication, Negotiation, Refusal and Cooperation
Cognitive: Decision-making, Problem solving, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Over the counter medicines (OTC) can be purchased by an adult without a doctor's order. Drug stores and grocery stores sell OTC. OTC medicines can be used to treat pains, fever, colds, coughs, etc. The label on OTC medicines gives directions for using the medicines safely. A prescription medicine is a drug that must be ordered by a doctor who writes the order called a prescription. A pharmacist fills the doctor's written prescription. Prescription medicines, like all medicines must be used correctly. Drugs such as alcohol and tobacco damage the body. They can also change a person's mood and behaviour (angry or sad, act silly or behave dangerously). Drunk drivers can hurt or kill people and themselves. People also kill or harm others for drugs.	Level 1: Compile a list of commonly used OTC medicines and their uses. Level 2: Examine labels of OTC medicines Make a list of what drugs they have heard about that are against the law and are harmful to their health. Level 3: Compare and contrast how OTC and prescription medicines are (a) alike; b) different. Levels 1 – 3: Discussion on the difference between OTC and prescription medicines. Research the dangers and effects of alcohol and tobacco. Create jingles or rap to encourage others to refuse harmful drugs.	Guest presenters: Persons representing various organizations e.g. pharmacists, Bahamas Pharmacy Association, Bahamas National Drug Council, Drug Enforcement Unit, Adolescent Health. Research Cooperative learning Artistic expression Tests and quizzes will be given when appropriate. Oral presentation Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.2.1: Recognize sexuality as a personal view of maleness or femaleness and examine the factors that influence sexuality (Knowledge)
Explore roles, responsibilities and biases (stereotyping) related to gender (Knowledge)
Appreciate their uniqueness and the way their bodies function (Attitude)
Demonstrate cooperation and support for each other as they work and play together (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Sex is a part of sexuality. Sex means being born male or female. Sexuality refers to a person's view of himself or herself as male or female. It includes the way people express their feelings, how they relate to each other, as well as physical attraction. Individuals learn about their sexuality from their parents, family members, friends, the media, imitating others, society, etc. Gender refers to an individual's behaviour based on sex (male or female). Gender roles are the set of rules laid down by society about the way males and females should behave.	Levels 1 – 3: Vocabulary: Word search of key terms – sex, sexuality, male, female, feelings, gender behaviour, etc. Students will complete a survey identifying persons or institutions that influence their sexuality e.g. Who are the people in your life who taught you to be a boy or girl? What did you learn from each one, and how did you learn it? Role –play boys and girls engaged in different roles. Students will discuss the impact of self and society.	Brainstorming Vocabulary: Word search of key terms. Guest presenters: persons representing various careers. Creative expression Surveys Role play Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.2.1: Recognize sexuality as a personal view of maleness or femaleness and examine the factors that influence sexuality (Knowledge)
Explore roles, responsibilities and biases (stereotyping) related to gender (Knowledge)
Appreciate their uniqueness and the way their bodies function (Attitude)
Demonstrate cooperation and support for each other as they work and play together (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
In today's society males and females are provided opportunities to explore many roles. Each gender can pursue any career they choose, e.g. males can become airline hosts or nurses, and females can work as priests, carpenters or electricians. It is acceptable for boys and girls to like or do a variety of things.	<u>Levels 1 – 3 cont'd:</u> Create a personal poster board with pictures and samples of the things and activities they enjoy. Students will share their creation with the class. <u>Level 1:</u> Create a poster using pictures of both sexes engaged in various jobs or activities. <u>Level 2:</u> Conduct a survey in the class on the type of chores that students engage in at home and in their community. <u>Level 3:</u> Research various roles of males/females in the home, church, jobs, politics, etc.	Brainstorming Vocabulary: Word search of key terms. Guest presenters: persons representing various careers. Creative expression Surveys Role play Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.2: Examine issues that affect their sexuality.

OBJECTIVES 2.2.1: Recognize abuse as any form of ill treatment against an individual or animal (Knowledge)
Demonstrate their rights to be protected and appreciated (Attitude)
Apply decision-making skills to seek help when abuse occurs (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT			ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Abuse is any form of ill treatment against an individual. Forms of Abuse:			<u>Level 1:</u> Compile a list of the forms of abuse. <u>Level 2:</u> Categorize various forms of abuse and give examples of each. <u>Level 3:</u> Choose one form of abuse and write an essay describing what individuals should do if they are abused and where to seek help. <u>Levels 1 – 3:</u> List agencies/support groups in the community that provide assistance for persons who are abused. Invite a representative from one of these agencies to speak about Abuse	Brainstorming Creative writing Research Guest presenters from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer-Attorney General’s Office. Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities
Physical ●Hitting ●Slapping ●Kicking ●Punching ●Biting ●Chocking ●Burning ●Destroying item or pets ●Pulling hair ●Withholding basic needs – food, money clothing, privileges, etc	Verbal/ Emotional ●Name calling ●Threats ●Harassment ●Constant screaming ●Refusal to communicate ●Humiliation ●Intimidation ●Isolation from family and friends	Sexual ●Fondling ●Inappropriate touching ●Kissing ●Cornering ●Holding on lap ●Spanking on hips ●Assault ●Rape ●Incest		
Most child abuse occurs within the family. An abused child usually has low self-esteem and a poor self-concept. Victims of abuse can receive help to cause the abuse to end.				

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to propriety problems including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Explore general causes and prevention of communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication, Cooperation, Negotiation and Refusal
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
A disease is a condition that damages or weakens parts of the body. There are many causes of diseases. Communicable or infectious diseases are caused by pathogens. Pathogen is an organism or virus that causes disease. Pathogens spread disease when they are passed from one person to another. Pathogens cause diseases only if they grow and multiply in the body. (Review Grade 2, Standard 2.3: How Communicable Diseases are Spread). Immunizations are given to protect people for communicable diseases such as meningitis, mumps, measles, rubella and polio. Everyone needs these vaccines in order to stay healthy Non-communicable or Non-infectious Diseases (Review Grade 2, Standard 2.3: Non Communicable Diseases) Some diseases and health conditions are preventable. - Avoid alcohol, tobacco and other drugs.	Levels 1 – 3: Vocabulary: Word search of key terms – disease, communicable, organism, virus infectious, Universal Precautions, etc. Level 1: Create a poster describing ways to prevent diseases. Level 2: (a) List the type of diseases prevented by immunizations; (b) Explain the importance of immunization to one's health. Level 3: Create a chart illustrating communicable diseases. List their symptoms and prevention, and identify germs that cause the disease. Identify preventive measures.	Brainstorming Research Guest presenters: School nurse or Health professional in the community Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to propriety problems including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Explore general causes and prevention of communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication, Cooperation, Negotiation and Refusal
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
- Eat healthy foods; Avoid foods that are high in salt, fat and sugar. - Exercise regularly to reduce the risk of diseases. - Visit the doctor for annual check-ups, early detection and treatment. - Get enough rest and sleep. - Drink lots of liquids to avoid dehydration. - Avoid contact with persons who are ill with infectious diseases. - Enjoy periods of relaxation, quiet time, time alone with God. Universal Precautions Universal Precautions are steps to help prevent diseases caused by blood borne pathogens. - Wash hands in soap and water. - Put on protective gloves, if available. If you don't have gloves, have the injured person hold the gauze or cloth in place with his or her hand. - Wash small wounds with soap and water. Do not wash serious wounds (see a doctor immediately). - Place a clean gauze pad or cloth over wound. Press firmly for ten minutes. Don't lift the gauze during this time. If after ten minutes the bleeding has not stopped, continuing pressing on the wound and get help.	Levels 1 – 3: Conduct a research of their family history to inherited diseases. Create a book marker of healthy and unhealthy foods.	Brainstorming Research Guest presenters: School nurse or Health professional in the community Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as Type 2 Diabetes, Hypertension, Heart Disease, etc.

OBJECTIVES 3.1.1: Recognize the relationship between nutrition and health (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT			ACTIVITY	TEACHING AND EVALUATION STRATEGIES																		
Nutrition is the study of food or nutrients the body needs to be healthy and prevent diseases. The body needs nutrients (carbohydrates, proteins, fats, vitamins, minerals and water) to stay healthy. Functions of Nutrients <table><tr><th>Provide Energy</th><th>Promote growth and development</th><th>Regulate body functions</th></tr><tr><td>Carbohydrates</td><td>Proteins</td><td>Proteins</td></tr><tr><td>Proteins</td><td>Fats</td><td>Fats</td></tr><tr><td>Fats</td><td>Vitamins</td><td>Vitamins</td></tr><tr><td></td><td>Minerals</td><td>Minerals</td></tr><tr><td></td><td>Water</td><td>Water</td></tr></table>			Provide Energy	Promote growth and development	Regulate body functions	Carbohydrates	Proteins	Proteins	Proteins	Fats	Fats	Fats	Vitamins	Vitamins		Minerals	Minerals		Water	Water	Level 1: Identify nutrients that the body needs for good health. Level 2: Explain how the body uses nutrients. Level 3: Classify foods according to their nutritional value (nutrients). Level 1: Create a list of healthy locally produced foods and snacks. Level 2: Identify local foods that (a) provide energy; (b) promote growth and development. (c) regulate body functions	Brainstorming Research Self-expression Creative expression Cooperative learning Food preparation and demonstrations Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities
Provide Energy	Promote growth and development	Regulate body functions																				
Carbohydrates	Proteins	Proteins																				
Proteins	Fats	Fats																				
Fats	Vitamins	Vitamins																				
	Minerals	Minerals																				
	Water	Water																				
Some nutrients such protein, fats, vitamins, minerals and water provide more than one function. Foods provide the nutrients the body needs for good health. Eating the right foods in the appropriate amount can help reduce the risk of certain health problems and diseases e.g. heart disease, diabetes, stroke and cancer.																						

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as Type 2 Diabetes, Hypertension, Heart Disease, etc.

OBJECTIVES 3.1.1: Recognize the relationship between nutrition and health (Knowledge)

Appreciate eating healthy foods and snacks (Attitude)

Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy

Cognitive: Decision-making, Critical and Creative thinking

Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT		ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Nutrients	Food Source	Level 3: Plan healthy meal for breakfast, lunch or dinner using locally produced foods. Levels 1 – 3: Design a poster to illustrate how different nutrients affect the body.	Brainstorming Research Self-expression Creative expression Cooperative learning Food preparation and demonstrations Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities
Protein	all types of meat, poultry, fish, beans, peas, soybeans, nuts, milk, eggs cheese and yogurt.		
Carbohydrate	rice, maize, wheat and other cereals, all types of potatoes, roots and sugars.		
Fat	oils, meats and meat products, butter, milk products, some types of fish, nuts and soybeans.		
Vitamin A	dark-green vegetables, carrots, sweet potato, tomatoes, pumpkin, mango, papaya, eggs and liver.		
Vitamin B	dark-green vegetables, nuts, beans, peas, cereals, meat, fish and eggs.		
Vitamin C	fruits and most vegetables, potatoes.		
Vitamin D	eggs, milk, fish, fortified cereals.		
Vitamin E	parsley, fish, spinach, plant oils.		
Vitamin K	cheese, spinach, broccoli, liver.		
Minerals (Iron, Calcium)	meat, fish, nuts, beans, peas, dark-green leafy vegetables and dried fruits, milk, cheese, yogurt.		

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3) **THEME:** Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

OBJECTIVES 3.2.1: Recognize the importance of a balanced diet (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
A diet is the food that an individual eats or drink. A balanced diet is made up of healthy amounts of different foods. A balanced diet gives the body everything it needs to stay healthy. The Dietary Guidelines for The Bahamas is used to make healthy choices when planning meals. Its purpose is to increase the consumption of root crops, fruits and vegetables and limit the intake of fat, sugar and salt. The Dietary Guidelines for The Bahamas - Choose a variety of foods daily. - Make starchy vegetables, peas and beans a part of your diet e.g. cassava, sweet potato, plantain, pumpkin. - Choose a variety of fruits and vegetables everyday. (The cereals and starchy vegetables, vegetables and fruits groups make up the majority of foods in the Dietary Guidelines). - Avoid eating too many foods from the fats oils and sweets groups. These nutrients are already found in foods from other groups. - Drink plenty of water everyday.	Level 1: List the seven food groups and at least two foods from each group. Level 2: Explain the importance of eating a balanced meal. Level 3: Explain the purpose of the Dietary Guidelines for The Bahamas. List rules to follow when selecting foods. Levels 1 – 3: Choose foods that make a balanced meal from the menu of the school tuck shop, lunch vendors or food restaurant. Discuss whether the choices were healthy.	Brainstorming Research Self-expression Creative expression Cooperative learning Food preparation demonstrations Creative expression Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3) **THEME:** Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health.

OBJECTIVES 3.3.1: Recognize exercise rest and sleep as important components of physical fitness (Knowledge)
2. Demonstrate willingness to engage in physical activities (Attitude)
3. Involve themselves in leisure activities that promote an active lifestyle (Skill)

LIFE SKILLS: **Social:** Communication, Cooperation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Exercise, rest and sleep are important in maintaining a healthy lifestyle. (Review Grades 1 and 2, Standard 3.3, Exercise and Physical Activity) The body needs rest after engaging in school work, chores and other activities. Benefits of rest and sleep Rest is good for the mind body and spirit. - It allows your heart and other muscles to slow down - Provides relaxation e.g. meditation. - Provides inspiration through reading, drawing, listening to music, etc. Sleep is a form of rest. Sleep is important and necessary for everyone. The body needs between eight to ten hours of sleep every night. Deprivation of sleep can lead to illness or poor attention span. - During sleep, the body stores energy from the foods eaten. - The heart rate and breathing rate slow down. - The body repairs damaged cells and makes new cells.	Level 1: Identify the benefits of exercise, rest and sleep. Level 2: Explain the effects of exercise, rest and sleep on the body. List some physical activities that contribute to rest and relaxation. Level 3: Research sporting activities that Bahamians generally engage in for relaxation. Levels 1 – 3: Practice different games and exercises for rest and relaxation. Design a poster to promote rest and exercise.	Brainstorming Research Self-expression Creative expression Cooperative learning Demonstration Creative Expression Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Three (3)

THEME: Managing the Environment

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

Standard 4.1: Demonstrate knowledge of the environment and its impact on our health and well-being.

OBJECTIVES 4.1.1: Recognize the natural resources in their communities and their functions (Knowledge)
Appreciate the environment in which they live, work and play (Attitude)
Apply decision-making, advocacy and communication skills to protect the environment (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Creative and Critical thinking, Problem solving, Goal-setting
Emotional/Coping Skills Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Natural Resources in The Bahamas include: the sun, sand, sea, people, lakes, blue holes, parks, water, food, land, etc. Benefits of Natural Resources Provides beauty and appreciation. Natural resources provide protection and keep us healthy. Provide employment and income for its people. - Plant native trees at home, school or in the community. They give shade and give off oxygen that helps people and animals breathe. What communities can do to protect the environment - Organize projects to reduce and recycle garbage. - Educate the community on being good environmental stewards. - Use sustainable resources (resources that will last over time and have to be replaced often). - Advocate for laws that safeguard and protect the environment.	Level 1: Describe the role the environment plays in the preservation of life. Level 2: List ways to demonstrate stewardship (good citizenship) of the environment. Level 3: Research the various natural resources in The Bahamas (a) their importance, (b) benefits. Levels 1 – 3: Have students bring items to school e.g. plastic containers, egg cartons, aluminum cans, glass bottles, shoe boxes, etc. Children will demonstrate methods to reuse or recycle these items. Research on how garbage is collected and disposed of in their respective communities.	Brainstorming Guest presenters from environmental organizations in the community. Research Self-expression Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

APPENDICES

APPENDIX I

RESOURCES

TEXTBOOKS AND RESOURCE BOOKS:

Health and Fitness Series Books 1 – 6, Teacher’s Edition (Harcourt Brace)

Health and Fitness Series Books 1 – 6, Student’s Edition (Harcourt Brace)

Health and Fitness Series Books 1 – 6, Student Activity (Harcourt Brace)

Health and Fitness Series Big Book, Grades 1 & 2 (Harcourt Brace)

Health and Fitness Character Building and Life Skills Education Posters (Harcourt Brace)

Making Friends Series: Life Begins Like This by Ana Cristina Silva Joao Luiz Cardozo

Making Friends Series Famous Friends Vol. 1 by Maria Augusta Lopez

Making Friends Series: Wild but Friendly by Maria Augusta Lopez

Making Friends Series Famous Friends Vol. 2 by Maria Augusta Lopez and Dalia Mateus

Making Friends Series Friendly Nature by Jorge Branquinho

Making Friends Series Famous Friends Vol. 3 by Maria Augusta Lopez and Dalia Mateus

Making Friends Series: The Children’s Best Friend by Maria Augusta Lopez

Making Friends Series: Friendly Foods on CD-Rom

Primary Social Studies and Tourism Education for The Bahamas Book 1: Myself, My Family. My School, Ministry of Education, The Bahamas

Primary Social Studies and Tourism Education for The Bahamas Book 2: My Community, Ministry of Education, The Bahamas

Primary Social Studies and Tourism Education for The Bahamas Book 3: My Island Home, Ministry of Education, The Bahamas

Primary Social Studies and Tourism Education for The Bahamas Book 4: The Bahamas, Our Country, Ministry of Education, The Bahamas

Primary Social Studies and Tourism Education for The Bahamas Book 5: Neighbouring Islands, Ministry of Education, The Bahamas

Primary Social Studies and Tourism Education for The Bahamas Book 6: Bahamian Citizens of the World, Ministry of Education, The Bahamas

RESOURCES CONT'D

TEXTBOOKS AND RESOURCE BOOKS:

Say No Then Go: An Educational Colouring and Activities Books, (Set of 3) Ma Boa Edition, National Child Protection Council, The Bahamas

Real Health for Real Life – Noreen Wetton with Adrin King Ages 4-5 Publishers: Nelson Thornes

I'm Special Manual, Bahamas National Drug Council, The Bahamas

Junka & Noo's Educational Excursion Books 1 – 3, Ministry of Education, The Bahamas

Drug & Alcohol Awareness Handbook: A Public Service of Special Olympics, The Bahamas

Benziger Family Life Books 1 – 6, Teachers' Edition (Benziger)

Benziger Family Life Books 1 – 6, Student's Edition (Benziger)

Compulsory Standards for Healthy School Lunch

Compulsory Standards for Healthy Snacks in Tuck Shops

VIDEOS:

Fable: the Lion and the Mouse to teach about Friendship

WEBSITES:

Listed are Directories, Search Engines and Web Pages that teachers and students may use in their research on various topics and issues.

<http://www.hhp.ufl/personalfitness.html>

<http://www.cspinet.org/>

<http://www.pecentral.org/>

<http://www.Kidshealth.org>

<http://www.gsu.edu/~wwwfit/benefits.html>

<http://www.janatrains.com>

<http://www.cdc.gov/nccdphp/sgr/adoles.htm>

<http://www.cdcgov.nccdphp/dnpa>

<http://www.healthanswers.com>

<http://www.healthyeating.net>

APPENDIX II

TEACHING AND EVALUATION STRATEGIES

The primary focus of Health and Family Life Education is to empower children and adolescents to make life-enhancing choices, and to assist in combating the negative influences affecting their health and well-being. In HFLE classes, the emphasis is on the acquisition of life skills, values and attitudes required for full development and active participation in society.

Students in Health and Family Life Education classes are not evaluated by the conventional examination methods used in other subject areas. **However, teachers are expected to evaluate students' performance throughout the year using various assessment strategies and submit grades which will contribute toward the student's GPA.**

The following evaluation strategies are recommended, but should not be viewed as exhaustive in addressing the needs of students.

- Participatory Methodologies (encouraging students' input into the learning process and into designing new materials)
- Quizzes
- Projects (encouraging creative expressions)
- Research – surveys, photo research, etc. (providing key information)
- Pretests and Posttests
- Portfolios (organizing key information)
- Games (developing critical thinking / problem solving skills)
- Written and Verbal Expression – events planning, advice columns, decision-making, interviews, discussions, debates, panels, etc. (sharing thoughts feelings and opinion)
- Artistic Expression – displays, collage, edutainment (drama, dance and music), etc.
- Role play (developing critical thinking/problem solving skills)
- Field trips
- Internships
- Community Services

Assessment Procedures

Students are assessed based on the following:

Class work and Homework	60%
Projects and Portfolios	40%

Health and Family Life Education Resource / Information Centre

Each classroom should have a resource or information centre in which information on health issues and students' work are displayed. Health and Family Life materials and activities can also be incorporated into the learning centres in primary schools.

Listed are some suggested resources that will make Health and Family Life Education classes more interactive and interesting:

- Computer Software
- Transparencies on health issues
- Games and Puzzles
- Reality dolls
- Puppets
- Posters / Charts
- Videos, DVDs and Audio Cassette tapes on health issues
- Pamphlets
- Brochures
- Guest Speakers
- Media sources

Health and Family Life Education Services

The Health and Family Life Education Unit provides the following services in New Providence and the Family Islands.

- Workshop and sensitization sessions for teachers, parents, students and the public
- Resources on health issues
- Peer leadership training
- HIV Prevention and Basic First Aid training

Partnerships

The Health and Family Education Unit collaborates with parents, school personnel, Government and Non-Government organizations to provide wholesale programmes for students. These activities are designed to help them gain the required knowledge, skills, values and attitudes so that they will graduate from the education system as fully functioning, self-confident, responsible individuals.

APPENDIX III

BEST PRACTICES: A GUIDE FOR TEACHING HEALTH AND FAMILY LIFE EDUCATION

1. Make the lesson meaningful by establishing the purpose for the lesson and how it can be applied to students' everyday experiences.
2. If your class period is 50, 60 or 70 minutes, the expectation would be to cover two lessons not drag out one lesson to fill up the time.
3. Allow time at the conclusion of the lesson to reinforce life skills, positive values and attitudes.
4. Make lessons age/language appropriate. If necessary, teachers should interpret the lesson so that student can understand.
5. Keep small group work to the limited time frame. Tell students that it's ok if they didn't get everything done before time was up. There will be time for further discussion as a class.
6. Ensure that curriculum guidelines, schemes of work and resources are available and are utilized in the classroom.
7. Ensure that Health and Family Life Education is taught on a weekly basis to reinforce concepts, positive values and life skills.
8. Ensure that topics are taught in sequence as outlined in the curriculum for each grade level.
9. Integrate health concepts in other subjects such as Language Arts, Mathematics, Science, Social Studies and Religious Studies.
10. Incorporate in your lessons, teaching/evaluation strategies that are students centered, innovative and participatory e.g. cooperative learning, role play, games, research, experiments, edutainment (drama, dance, and music), field trips, etc.
11. Provide student activities that demonstrate application of life skills e.g. critical thinking, problem solving, decision making, communication, negotiation, assertiveness and cooperation.
12. Ensure that grades are recorded in the mark book for the topics taught (date, topic, and number grade)
13. Establish interactive learning centres in the classroom which should include current teaching aids and samples of students' activities.
14. Create instructional and motivational bulletin boards/charts that reflect the concepts and skills being taught e.g. family patterns, body parts, hygiene, drug abuse prevention, conflict resolution, HIV, AIDS STIs, nutrition, environment issues, self-esteem, teamwork, etc.

APPENDIX IV

TEACHING GOOD VALUES AND GOOD CITIZENSHIP

Dr. Marian Bock, Director of the Church Council of Greater Seattle's Virtues Project, defines virtues as universal positive character traits. She defines values as agreements, rules, principles, codes and beliefs about how to practice these virtues. Bock recommends integrating fifty-two universal virtues into appropriate family life classes by encouraging students to recognize them in themselves and others.

FIFTY – TWO UNIVERSAL VIRTUES

assertiveness	caring	cleanliness	compassion	confidence
consideration	courage	courtesy	creativity	detachment
determination	enthusiasm	excellence	faithfulness	flexibility
forgiveness	friendliness	generosity	gentleness	helpfulness
honesty	honour	humility	idealism	joyfulness
justice	kindness	love	loyalty	mercy
moderation	modesty	obedience	orderliness	patience
peacefulness	prayerfulness	purposefulness	reliability	respect
responsibility	reverence	self-discipline	service	steadfastness
tact	thankfulness	tolerance	trust	trustworthiness
truthfulness	unity			

Reference: **Taking the Fear Out of Values Education**

Marian Bock, The Church Council of Greater Seattle's Virtues Project, Network 1995 Conference

APPENDIX V

COMPARATIVE ANALYSIS OF HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM – THE BAHAMAS AND OTHER COUNTRIES

Comparison was made of documents from The Bahamas, Jamaica, St. Lucia, Barbados and Quebec. Also reviewed were documents such as ‘Curriculum Planning Guidelines for HIV/AIDS Education’, Montana Board of Public Education, ‘Healthful Living Standard Course of Study and Grade Level Competencies’, ‘HIV/AIDS Education Prevention Curriculum’, Department of Education, Richmond Virginia

BAHAMAS	JAMAICA	ST. LUCIA	QUEBEC, CANADA	BARBADOS
1) PHILOSOPHY / RATIONALE				
HFLE was designed to address the needs of students and to empower them with skills and attitudes required for personal development and for active participation in society. The rationale to implement HFLE curriculum in schools was based on the high rate of teenage pregnancy along with other related social problems in the society.	The curriculum was Designed to address issues and as well as promote values and appropriate behaviours. The rationale for implementation was to provide support for parents in addressing sexual issues and to address the limited learning about health issues such as sexuality, eating and fitness and interpersonal relationships.	The curriculum was designed to prepare children and young people for the challenges of adolescence and adulthood. It also provided awareness among children and young people about the relationship between their health and the choices they make in everyday life.	The Personal and Social Curriculum focused on developing the personality in its entire dimension: physically, intellectual and emotional.	The curriculum was designed to address the following: Students’ knowledge, understanding and skills. Risks factors and re-emerging diseases and the emergence of relatively new diseases.
2) GOALS AND OBJECTIVES				
Curriculum contained an over-arching goal, and general and specific objectives for each topic.	Curriculum contained general objectives for each unit, and specific objectives for each lesson.	Curriculum contained goal and objectives.	Curriculum contained goal and objectives organized to address issues among students.	Curriculum contained general objectives for the curriculum and specific objectives for each topic.

BAHAMAS	JAMAICA	ST. LUCIA	QUEBEC, CANADA	BARBADOS
3) SCOPE AND SEQUENCE				
A Scope and Sequence Chart was included for grades 1-6.	A Scope and Sequence Chart was not included. However, strategies for the use of HFLE Scope and Sequence were included.	Not available	Not available	Scope and Sequence were included for grades 1-6. The Scope and Sequence provided a brief outline of the topics that were covered at each level. Attainment Targets were written for the various class levels, which indicated what each student should be able to achieve at the end of each class.
4) SCOPE OF WORK				
Based on the document, “ A Rationale for Family Life and Health Education Programme ” and other documents on family life and health in the region.	Based on the CARICOM HFLE Regional Framework: -Self and Interpersonal Relationships -Sexuality and Sexual Health -Eating and Fitness -Managing the Environment	Based on the CARICOM HFLE Regional Framework: -Self and Interpersonal Relationships -Sexuality and Sexual Health -Eating and Fitness -Managing the Environment	Not available	Not available

BAHAMAS	JAMAICA	ST. LUCIA	QUEBEC, CANADA	BARBADOS
5) DESIGN / FORMAT				
Design was based on the CARICOM Recommendations for Family Life and Health Education 1989”. Curriculum is organized into three categories: The Family -Health and Well Being and Community Living Horizontal (landscape) format	Curriculum design was based on the CARICOM four themes: -Self and Interpersonal Relationships -Sexuality and Sexual Health -Eating and Fitness -Managing the Environment Horizontal (landscape) format	Curriculum was organized into five themes: -Social, Emotional and Spiritual Well Being -Health, Welfare and Lifestyle, -Appropriate Eating and Fitness -Sexuality and Sexual Health -Managing the Environment Vertical (portrait) format	Curriculum was organized into five sections: -Health Education -Sex Education -Interpersonal Relationships -Consumer Education-Life in Society Vertical (portrait) format	Curriculum was organized into five components: -Health and Well Being -Interpersonal Relationships -Sexuality -Management of the Environment Horizontal (landscape) format
6) COMPOSITION OF TEAM				
A six member team comprising of HFLE teachers representing primary and special schools Resource persons representing GOs and NGOs	A four member team (Short-Term Early Childhood HFLE consultants to the Ministry of Education, Youth and Culture	Unknown	Unknown	An eight member team comprising of Education Officers (Infant, Primary and Secondary), representatives from the Tertiary Institution and Stakeholders

THE WAY FORWARD

AREAS OF FOCUS	NEW CURRICULUM
Philosophy / Rationale (Explains why there is a curriculum. It is the component to be worked on. All teams work jointly. Be clear and concise.)	The curriculum will be based a thematic approach with emphasis on life skills and character development. It will address the social issues and risk behaviours of children and adolescents in the Bahamian Education system e.g. violence, HIV, AIDS, STIs, child abuse, obesity, teenage pregnancy, low self-esteem, and gang culture. Age appropriate topics will be developed for various grade levels.
Goals and Objectives (Provides communicative objectives, content, suggested activities, assessment and resources)	The curriculum will contain an over-arching goal. The sub-goals (standards) and objectives (benchmarks) will be related to the over-arching goal.
Scope and Sequence Provides an overview of what is to be taught and learnt at each level of the student's development	A Scope of Sequence Chart will be included for grades 1-6, which will be based on the four major themes in the CARICOM HFLE Framework : Self and Interpersonal Relationships, Sexuality and Sexual Health, Nutrition and Physical Activity and Managing the Environment.
Scope of Work Provides communicative objectives, content, suggested activities, assessment and resources	The curriculum will progress from components based to a thematic approach and will incorporate the following areas: -Issues in schools and society -Curriculum connections with Science, Social Studies and Religious Studies, -Character development, life skills and values -Literacy development e.g. reading/writing activities -Technology -Gender equality
Design / Format	The curriculum will continue to use the landscaped format (8 1/2 x 11) which is easier to manipulate and is reader-friendly. Objectives will be clearly matched with the overarching goal and sub-goal. A glossary of terms will be included in the document, as well as a variety of resources for both teachers and students. The curriculum will be available on the internet with live links. CD and hard copies will also be made available.
Composition of Team	A core team will comprise teachers from Government and Independent schools representing pre-school, primary, junior high and special school levels. The services of resource persons from Government, Non-government and Faith-based organizations will also be utilized. These include: the HIV and AIDS Centre, Bahamas National Drug Council, Department of Public, Adolescent Health Unit, Nutrition Unit and The Bahamas Humane Society.